

EDUCATION DEVELOPMENT CENTER, INC.

**Moderator: Carlos Pavao
March 15, 2005
12:00 p.m. CT**

Operator: Good day everyone, and welcome to today's Education Development Sustainability conference – excuse me – the Ultimate Measure of Success conference call.

Today's conference will be from 1:00 to 2:30 p.m. eastern time. There will be question-and-answer session after each period – after each presenter. At the end of the conference, we ask that you please remain online for a brief electronic survey. And finally, today's call is being recorded.

At this time for opening remarks and introductions, I would like to turn the conference over to Mr. Carlos Pavao. Please go ahead, sir.

Carlos Pavao: Welcome everyone. And we hope today's audio conference will be an interactive one, and also a very informative one for everyone. We want everyone to sort of learn new tools, sustainability tools that they can actually use in their Project Success, and also reconnecting youth activities.

Today's audio conference is going to be set that Ellen Morehouse from Project Success will be starting off doing her presentation. There will be a short Q&A followed by Adam Valencia's presentation on Reconnecting Youth, and followed also by Q&A. With that said, I would like to

introduce Ellen Morehouse who is the Executive Director of Student Assistant Services in Westchester County. She's also a model developer of three national programs, one of them being Project Success. And Student Assistance Services is involved in 37 high schools, and also 21 middle schools.

And with that Ellen, I'll give it to you.

Ellen Morehouse: Are we going to do introductions first?

Carlos Pavao: Sure.

Ellen Morehouse: I'm not sure. Am I supposed to introduce myself or is everybody else going to introduce themselves.

Carlos Pavao: Actually, I think it's on mute for them. It's – I actually introduced you so you can go ahead and do your presentation.

Ellen Morehouse: OK. All right. So I'm not sure exactly who I'm speaking to everybody, but hi. Let me just start off by saying when Carlos mentioned how many schools that we're currently in, each school that has a full time Project Success counselor this year, is paying approximately \$55,000 a year out of their own school district money for a person.

So in order to get school districts to do that, it takes effort, and this is what I call the sustainability issues, and I'm very glad the conference call is named what it was, because sometimes I say, well I may not have all of the results that I need but the fact that all of these school districts are paying \$55,000 a year. I think that's a measure of the programs effectiveness. Anyway, how do we go about doing this?

For 25 years I've been working on sustainability issues because the parent of Project Success is the Westchester student assistance program. And that was funded by a grant from the National Institute on Alcoholism and Alcohol Abuse for three years. That funding ended in 1983 and since then our New York state office of alcoholism and substance abuse service, our single state agency, has been paying for a portion of the program every year since.

So in New York State the way these programs are sustained is by a combination of money that comes from the single state agency, and then school district dollars. Now when I say money from the single state agency, our single state agency uses a combination of their prevention block grant. They use some of the governor's portion of their safe and drug free schools money, and then they use New York state straight tax dollars and that all goes into a big pool, if you will, to help sustain these kinds of programs.

When I say the school district matches the money, the school district uses the combination of their safe and drug free school money and their local tax dollars, so that's where the actual money comes from.

In terms of what I think is the most important in the decision of will a school district come up with the money to sustain the program? If I had to say what's most important is do they like the program and do they like the Project Success counselor. Those really are the two things. And I categorized them initially as one is because they don't see the difference between the person and the program.

And in order for this to happen what I do is right from the beginning of the program, when I'm screening for Project Success counselor, we conduct interviews here in our office, but we always send three to five applicants that we've pre screened and checked references for and done complete interviews with to the school. And then, we ask a team at the school headed by the

building principal to interview the candidates, and they get to pick who they want for their building. So right from the beginning, they have a sense of ownership.

We also have our Project Success counselors work on what we call flex time model, so they all work a seven hour day, but then they accrue flex time for any after school, evening and weekend and activities. And we ask them to go to sports events and holiday concerts and weekend football games and community meetings, whether it's a community coalition meeting that might be on a Tuesday night or an evening PTA meeting, all of these meetings, for several reasons, one is for visibility. But two, it's also so they really have a sense of the community. And then, three, so they can identify problems, issues, including students in need. So they're really out there, and they get flex time for these activities. So for example, is someone's school day is from eight to 3:30 with a half an hour for lunch. And then from 3:30 to five, they go and watch a girls field hockey game, and they're sitting in the stands, and usually on a Tuesday afternoon, the only people watching the girls field hockey game are the parents of the girls on the team. So they'll be along the side lines.

And they may say to a mother standing next to the counselor gee, which one is your daughter, and the mother goes I'm number seven. And sometimes, the mother says to our counselor which one is your daughter? And the counselor goes I don't have a daughter on the team, I'm the Project Success counselor here at the high school and then explains what Project Success is. And that may result in a discussion of we're glad someone like you is here. Did you hear about the party that went on this weekend or whatever? But it's visibility.

Many times, we go to community and parent meetings, where we may be the only representative from the school, no one else from the school comes. An example might be a meeting of social service providers in the community. And the school is happy to have a warm body represent them. And the community agencies are delighted that they finally have a conduit, if you will, to the school.

So being out there, being visible, being like, and then at budget time, having parents, students, you know, community agencies and school administration saying gee, we really like this person. And this person has provided a valuable service to us. Even sometimes the valuable service just means being a warm body at a meeting, we think is really the most important factor.

Yes, we have all of the good data, and we provide accountability and month reports, and cumulative annual reports, and mid year reports, showing program utilization. And then, at the end of the year, we show, obviously program effects on lots of different measures. But that's not what really sells the program when it times to come up with the money. What sells the program is do they like the counselor, do they like the program?

Another issue, just to mention is that and some of this is similar to what was handed out at the last (Grap) meeting on sustainability tools is focusing on the positive. So even though Project Success serves primarily an indicated and selective population, we also make sure that we are the advisor to the SADD club, students against destructive decisions. And that we're doing positive things and helping to sponsor school wide awareness events whether it's assemblies or a crashed care or red ribbon week activities and always doing a lot of publicity about all of the positive school wide events. And many times, the kids involved in SADD are the quote unquote student leaders.

So it's important that you don't just base your program on the troubled indicated kids and selective kids that you're seeing, because I hate to say it, but many times communities really don't care about them and don't want to spend resources. Their parents aren't the ones who are on the school board, or generally the president of the PTA.

So that's just some initial, you know, thoughts. What I'd like to do is just – I know we're saving questions, but just some response to those initial thoughts.

Operator: If you would like to ask a question or have a response at this time, please press star one. And Ms. Morehouse, it appears there are no response.

Ellen Morehouse: OK. So I'll keep going then. OK. In terms of, and I talked a minute ago just about the data and the accountability. We find that many school based programs or sorry, community programs that are operating in schools, don't understand what the building principal or the school administration needs. They're concerned with the funding requirements, or the requirements from the way that they do business so to speak, whether it's case records, or annual reports if they're non profit.

We give the building principals reports every month, and they're statistics that show referral sources, that should number of students send, how they were seen. But we also include the reports of flex time. So on the third day of each month in addition to the statistical report that most of you who are doing Project Success know, from the Project Success manual, we also hand in sheets that show that this person has been at the basketball game, the holiday concert, the PTA meeting, the community coalition meeting, all of the different meetings that they've been too, copies of any publicity that's happened. So the principal constantly has information about what is this person doing.

In addition, we ask our counselors especially the first year of the program, even if it's only for 15 minutes a week, to have a 15 minute individual meeting with the building principal talking about future plans and feedback on what's already been done. Sometimes 15 minutes, you know, with the building principal is impossible during the day. So that meeting might occur after school or it might mean coming in before school. And again this is something that we use flex time for.

We also make sure that the District Director of People Personnel Services or the Assistant Superintendent for Pupil Personnel is informed about the program, and that the Superintend is

informed about the program. The superintendent doesn't get all of the paper work but every year the Project Success counselor's supervisor has an annual meeting to go over what happened last year.

At the end of the year, each building principal gets a narrative report with recommendations for the following year, and a summary of what's happened. So they get not only the monthly reports, but the summary report. And that way the principal, the superintendent really have very concretely everything that's been done. And we feel that's important as well.

We also are very careful about protecting information from the schools. Our motto is never wash a school district's dirty linen in public. So we only release information with the approval of the principal and the superintendent. That's including talking to a reporter. We claim, and this does comply with all of the laws, that any data we keep is the property of our non profit community based agency, not the property of the school district. So it's not subject to freedom of information laws. And that prevents news media from lining up number of kids seen in less say a substance abusers group by school district, like they line up the SAT scores. And that's the – or the state's reading scores, or anything like that. And that's something that's been very, very important that the school administration feels that they can trust us.

We work hard to work closely with a pupil personnel staff so the pupil personnel staff sees us not as a threat to their job, but as an extra set of hands. So again, when sustainability comes, issues about should we come up with the money, there also usually saying are supporters saying, oh yes, we really need this person. This person really helps out.

So you want sustainability not to be focused just on the top administrator, but you want it to be vertical. You want from the students all the way up to the school board, and the government of the municipality to know about the program and to think that it's valuable. Again, unfortunately, I can't stress enough just having statistics doesn't matter.

I feel that my presentation wouldn't be complete to talk about – without talking about the problems we've had in sustainability. Sometimes, our program has done a phenomenal job. And a school district chooses not to sustain the program. And I want to talk about the reasons why that happens.

The number one reason is because they just don't like the person or they don't like the program. And why don't they like the person or the program usually it's a power and control issue. Some principals really don't like the fact that we follow the federal alcohol and drug abuse confidentiality regulations. And that we don't readily share information about students without assigned consent.

Some don't like the fact that they can't order the Project Success counselor to do non Project Success activities. For example, in one school a principal asked our Project Success counselor to chaperon a trip that students were going on to an amusement park, and we felt that that was something that we couldn't do because of legal responsibilities that a chaperon would have, and he was very angry about that. He saw that as arbitrary. And he needed this to happen and he was angry that this wasn't going to happen. So it's that kind of power and control issue. Or sometimes, a principal wants us to see a student instead of suggesting to the parents that they take their child for alcohol and drug treatment, even though it's very clear that the student needs alcohol and drug treatment.

So we may call the student in for the three sessions, for the assessment, but the student doesn't want to continue. And the principal might say, well you have to see the student. I want you to put him in a group. And again, if it's not voluntary, we can't do it. So those are some of the issues.

Sometimes there is a turf issue with some guidance counselors, school social workers and school psychologists. And it may be that the Project Success counselor is more, and I'm saying it in

quotes, popular, than they are. Sometimes that translates to that the person is younger or more physically attractive, or perceived by kids to be hipper, cooler, whatever word you want to use. And the Project Success counselor gets lots of business meaning self referrals, family referrals, and they don't – and they're upset about that. So that might be an issue, when I say that the principal chooses not to continue the program.

Another problem with sustainability is in poor or economically deprived school districts, sometimes there truly aren't the resources. And we've have school districts that have had major budget crisis' and I've had principals say to me, Ellen, it's either your Project Success counselor or, you know, a remedial reading teacher or an English teacher. And certainly, I can't say that our program is more important, you know, than a position like that. So sometimes true, it really is economic hard ship.

A third issue that we've had with sustainability is related to the other two. And we've had a few school districts that have said, gee, I could hire the Project Success counselor to be our school social worker, and in addition to doing Project Success they could provide the mandated counseling for my IEPs, and that stands for individual educational plan which is part of the committee on special ed. And that way, I may have to pay a little more money because I'm putting the person on my payroll, but I can have them do alcohol and drug prevention, and mental health and violence prevention and character education and the list goes on and on.

Obviously, we're very upset about that, when that happens because the alcohol – the effectiveness of the alcohol and drug prevention efforts becomes incredibly diluted.

So those are the main problems we have in sustainability in sites where the program has not been sustained. So again, I'd like to just stop and see if there are any, you know, thoughts or anything that needs clarification based on that part.

Operator: And once again, it is star one please. And Ms. Morehouse, it appears there are no questions at this time.

Ellen Morehouse: OK. The third thing I'd like to talk about is other funding opportunities because again, at the Department of Ed meeting, the (Grap) meeting in what was passed out, it talked about identifying other grants. Most grant applications call for maintenance of effort, and call for a really have a prohibition against supplanting existing efforts. So sometimes it's difficult to use new federal or state or local funds for an existing program where a federal state or money is running out.

So what I have tried to do when I choose to go that route, is build on the project and find something else to add to it. For example, I mentioned to Carlos at the beginning of the conversation that for our current (Grap) grant in Peekskill School District, they're not going to reapply for second round (Grap) grand. What they're doing is they're probably going to apply for a safe school, health students grant and start to build other things around project success with the violence prevention and the mental health services.

Another avenue that is highly probably is that they might apply for a NIDA grant, National Institute on Drug Abuse, and look for long term follow up and turn it into more of a research project. And also add another dimension to the project, such as impulse control. And put in another piece that would go along with Project Success. Because otherwise, it's very difficult to just go from one grant to another grant with the exact same project.

So you need to think about what else can you add or change about project success that will not be considered supplanting, you know, or not maintaining effort.

Also sometimes, school districts can come up with additional money if the project can meet an additional need. So looking at asking project success counselors to possibly meet an additional

need, how would this be done? An example might be a project success counselor doing some work with an after school program which might be part of a 21 century grant or possibly doing some program in the summer, or something tied to a local use employment program. So in other words, changing it. In other words, still providing services in the school but also doing this additional work.

Again, I'll stop to see if there are any thoughts just about that third part.

Operator: And once again, it is star one please and Ms. Morehouse ...

Ellen Morehouse: OK. So those were really the main things. I guess it went a little bit faster than I thought. So I'd like to just stop now, and Carlos, can I just take general questions?

Carlos Pavao: That would be great, actually, yes.

Ellen Morehouse: OK.

Operator: And once again, star one if you do have a question or comment today.

Ellen Morehouse: Wow, no questions or comments.

Female: Can I ask – (Sarah)?

Operator: Yes.

Female: Can I ask has everybody else called in?

Operator: We are still missing three people.

Female: Three people. Who are we missing?

Operator: (Rebecca Bliss), (Olman Hariston) and (Betty Rawls).

Female: Thank you

Operator: I can open up all lines if you'd like.

Carlos Pavao: Actually, would you do that, please?

Operator: All lines are open. You don't need to press star one, now.

Carlos Pavao: Actually, Ellen, can you talk more about the school culture? And how does someone from the community based organization begin to understand how a school works and functions and how to get school buy in?

Ellen Morehouse: You mean when they're just starting?

Carlos Pavao: Right.

Ellen Morehouse: OK. When you're just starting, we took the position, and whenever we go in to any new school building is that we are really partners with the school. And while we know much more about substance abuse prevention, they know much more about the school and school procedures. So we really come in with the stance of please teach us. You know, tell us how, you know, this can work. Everything from your school district's past system, in other words sending a pass, you know, for a student to get out of class, to your school calendar. The communication channels in the school, hierarchy. There's so much to learn about the ways of the school.

And community based organization work on a very different model. In community based organizations, the stop times and start times are much more flexible. For example, a community based organization has a 2:00 meeting, it may not start until five after two, 2:15, and it may go, you know, a little bit over. In a school, so many things are by the bell, you know, in a class period, things start exactly on time, and end exactly on time. And you just need to be so aware of that.

In terms of dates that are on the calendar, those are not flexible. Many times, that's when it is, because that's when the state tests are, and that's when the vacation is. A faculty meeting may have to start and end exactly on time because of the union contract. And there may only be a certain number of faculty meetings a year.

So many times the community based organization perceives a school as being rigid, and a principal as a rigid control freak, when really the principal's hands are tied by either contracts or the culture of the school/education community.

So having someone who can take the time in the building to explain that to the community based organization and it may be an assistant principal, a dean, it may be a teacher, it may be the principal's secretary. But before you even start, or if you're writing your grant, to really discuss all of the ideas and how it can fit into the school culture, I think that's critical.

Carlos Pavao: Great. Also, you mentioned something really, really important, in even thinking about the sustainability efforts, one has to sort of weight two things. As a prevention person you have to sort of keep that in mind, but also you have to keep in mind for the time on learning and that you're really walking into a culture where learning is the priority. And sometimes, health education might not be the priority versus reading.

And in an age of standardized tests, I mean how hard is it to get school buy in for a prevention program?

Ellen Morehouse: I think that it's not hard to get school district buy in as long as you remember what the school's priority is. So just for example, Project Success as most of you know uses a lot of counseling groups. We never have counseling groups the last week of the marking period, and in New York State there are four marking periods a year, because the last week of the marking period is when many teachers are getting – they're getting tests or having reviewed or final projects have to be in. And teachers really appreciate that we're not pulling kids out of class then.

We and all of our counseling groups by the first week in June because of when finals are. In our middle schools, we're very aware of when the state assessment tests are. So we're always trying to be sensitive to the teachers needs. Also, letting teacher's know if you really feel a student can't miss your class to come to one of our groups, please let us know, and we'll, you know, try to pull them from a different class at a different time. But it's that delicate balance.

On the other hand, we also have to let teacher's know that kids can't learn, and kids can't concentrate if they're high, hung over, in withdrawal or if they're worried about their mom burning the house down because she's drunk and smokes in bed.

Carlos Pavao: Good point. At this time, does anybody have any questions?

Operator: Once again, all lines are open.

Ellen Morehouse: I guess not.

Carlos Pavao: I think you wowed them Ellen.

Ellen Morehouse: I don't know. Is everybody there?

Female: Yes, we're here.

Female: Yes, we're here.

Ellen Morehouse: Oh, good. Do you have any reactions to what was said?

Female: Very quiet.

Ellen Morehouse: Anything you disagree with, just curious?

Carlos Pavao: Anything interesting that you found?

Mary Bork: Well this is – I'll say something. This is Mary Bork from Eugene, Oregon.

Ellen Morehouse: Yes, hi.

Mary Bork: Hi. I thought it was great that you were giving the building principals a report every month.

And that's something that I've not done. And I haven't – but we do our annual report to the – well to the Feds, but we don't – and I give it to the building contacts, but I don't necessarily give it to as far and wide as you do. And I think that's a great idea. And I think the monthly thing is even better because they have an idea of what the staff are doing by working in their buildings.

Ellen Morehouse: And by the way the reason the monthly is so important, because I'll just give New York as the budget cycle, the principals are asked to prepare their budget priorities for the following year, starting in December.

Mary Bork: Right.

Ellen Morehouse: And then in January the superintendent and the district budget people start to crunch the numbers, and look at the tax revenues, and now in March what they do is they present the budget to the school board starts to hash it out. And then, they have the public hearings. And in New York State, they vote on their budget spend in May.

So by having the monthly reports, all along, you know, they're getting the numbers, you know, to give them strength for their arguments of why they need to keep this program.

Mary Bork: Yes, I know, I think that's great. I know always the line staff thinks that you're valuable, but it's the superintendent or the principal in the end makes the decision.

Ellen Morehouse: Exactly.

Mary Bork: And the more information they have the better it will be. And, you know, just a 15 minute once – one minute meeting with the principal once a month or once a week, if you can get it to happen is a great idea too. And we've been actually trying to do that- more of that. But I like the written piece.

Ellen Morehouse: And the report that we give them, as I said, is right in the Project Success manual, the monthly statistical report form.

Mary Bork: Yes, I'm not using Project Success...

Ellen Morehouse: Well for whatever you use.

Mary Bork: I'd love to see what the form looks like and maybe it could be modified for other programs.

Ellen Morehouse: I'm sure it can be.

Carlos Pavao: Actually, Ellen I have a quick question.

Ellen Morehouse: Sure.

Carlos Pavao: In regards to project success, have you had any tie in to the positive results when it comes out to drop out prevention. That is students are enrolled in that program, that, you know, they are not as likely to drop out of school because therefore, this is a good program to keep in the school but also to get school buy in and community buy in?

Ellen Morehouse: No. We have not looked at drop out prevention rates. And this is the first time we're even looking at academic, you know, indicators. When we did the original Project Success we had intended to look at absenteeism and academic indicators, but we weren't able to find anything because of the inconsistent reporting.

Unfortunately, in New York State, there aren't standardized measures for a lot of this. So what one school considers a way so measuring absenteeism or even within the school, I'm sorry, what one teacher records is different than the way another teachers records it, it's just crazy. And we were not – also in terms of academics, we have, what's it called, tiered grouping. So, for example, a student one year may be in regular English, and get an A. And if they do really well, then the next year they're in honors English, and get a B. So we hadn't taken that into account. Certainly in the alternative schools there aren't honors courses but some kids if they were successful in the alternative school, then went to the mainstream high school and their marks went down in the mainstream high school, because of course, it was much harder than in the alternative school. So we hadn't been able to tie anything.

This year, Peekskill is looking at grades, you know, grade point averages.

Carlos Pavao: Great. Does anybody have any reaction to that? Or any comments, general comments?

We actually have Ellen Morehouse for the next five minutes, so I just want to keep on the time table. Does anybody have any questions?

Mary Bork: Well I'll just – this is Mary again. I'll just comment about collecting the data grades and/or attendance data. We've had the same issues that you have. And so if you find a great way to figure that out, I'd love to hear about it because the grades are weighted in different areas. So it's – so you're going to try to go with GPA's next?

Ellen Morehouse: No. Actually here's what we're actually looking at, and we're just in the process of doing this right now, and this was somebody else's idea, so I can't take credit for it. Is looking at the number of failures, like actual Fs, you know, failing grades. And looking at it by marking period. So we're going to be taking the second marking period of this year, and looking at the second marking period of last year, to look at how many Fs they got on their report card because no matter what class you're in, there may be a difference between a B and a C, you know, or a D and a C, but an F is an F and usually you don't fail unless you truly haven't been attending, or really haven't done your homework that kind of thing.

So that's why – and this, by the way, came from a big mental health study that was done at Columbia with severely mentally ill kids. They looked at percent of Fs and were able to show that there was a decrease in the number of Fs that the kids involved in the project got.

Carlos Pavao: Great.

Ellen Morehouse: But that's what we're going to look at.

Mary Bork: Our evaluator has been kind of pushing that we use another tool that actually is a teacher interview where you – you know, a kid may be really trying and still get a lower grade, but they're really, you know, doing the best they can, and there is some effort there. And that's really a better indicator of how well a kid is doing in school than that actual grade that they get.

Ellen Morehouse: Yes, that's a very good indicator. Our problem with that is that it would just take time for the teacher to meet with the interviewer.

Mary Bork: Well it's a one pager, so it's not so bad. I think it's actually pretty streamlined.

Ellen Morehouse: Oh.

Mary Bork: We're going to – I think if we...

Ellen Morehouse: Would you be willing to get that to me. I would love to see that.

Mary Bork: Yes, it comes out of the University of Oregon. So I'll ask if we can get that.

Ellen Morehouse: OK. Also...

Mary Bork: You're going to need to e-mail me and give me your – I don't think I have your direct e-mail address.

Ellen Morehouse: OK. And this is – just tell me your name again?

Mary Bork: Mary Bork.

Carlos Pavao: Actually, Mary, we can provide that to you today.

Mary Bork: OK.

Ellen Morehouse: Also, in New York State, generally, a student who tries and attends class and does homework, even if they fail all of their testes, they wouldn't generally get an F.

Mary Bork: OK.

Ellen Morehouse: They might get a D-, but they wouldn't get an F.

Mary Bork: OK. Yes, I kind of like the idea of the Fs too because that would be probably easier to look at.

Ellen Morehouse: Yes, and I'll let you know how it goes. It's the first time we're trying it, so we don't know what we're going to find. But that seems to be something that made sense to us, especially the population that we're working with.

Mary Bork: Right.

Carlos Pavao: Just being the time keeper here, does anyone else have any other questions or comments? Actually, Ellen, would you mind just sort of giving us a couple of bullets as to what people should sort of keep in mind as a quick wrap of when it comes to sustainability effort?

Ellen Morehouse: Make sure that the principal, the school – the top school administration meaning superintendent and school board, community agencies, students and parents like the Project Success counselor. That again is number one, that's the most important bullet. The second bullet would be, be sure and publicize activities involving the quote unquote good kids and the

universal school wide awareness activities because they're like motherhood and apple pie.

Everybody likes them. And three, be visible.

Carlos Pavao: Interesting. Good.

Ellen Morehouse: Four provide accountability.

Carlos Pavao: Great. Ellen, I want to thank you so much.

Ellen Morehouse: Thank you everybody. I hope it was helpful. And if any of you have any follow up questions or thoughts, I would love to hear from you. I appreciate, you know, getting the information from Mary, so I certainly could learn from you if you think of ideas. And also, I just want to remind you to use the sustainability tool that was given out at the workshop at the last (Grap) meeting. I found it very helpful. And some of what I said is also in those pages. Carlos, I don't know if you want to make that available to people who possible were not in that workshop. I can't remember if it was a workshop or if it was a key note. I think it was a workshop.

Carlos Pavao: Sure. Actually, what we'll do is we'll e-mail it to everybody.

Ellen Morehouse: OK. All right, well listen, good luck everybody and Adam good luck with your presentation. It was nice meeting you on the telephone.

Adam Valencia: Likewise.

Ellen Morehouse: OK, bye.

Carlos Pavao: Bye-bye.

Female: Thank you.

Carlos Pavao: Thank you.

Ellen Morehouse: You're welcome, bye.

Carlos Pavao: And at this time, a nice segue with Ellen, I would like to introduce Adam Valencia who is a Project Coordinator for Reconnecting Youth in (Toullare County) with the Office of Education in California. Adam has over 10 years of prevention experience and has successfully implemented reconnecting youth in 21 high schools in California. So at this time, (Allen) – I mean Adam, I'm sorry.

Adam Valencia: Called worse, that's all right. How is everybody doing today? Is everybody on? Or is that we're not doing a ...

Female: Are the lines open now, (Sarah)?

Adam Valencia: Lines open?

Operator: All lines are open now.

Adam Valencia: How is everybody doing, OK?

Mary Bork: Great.

Female: Great.

Carlos Pavao: Good.

Adam Valencia: I did recognize Mary. How are you doing, Mary?

Mary Bork: Pretty good, Adam, how are you?

Adam Valencia: I'm doing well.

Mary Bork: You have words of wisdom for us today, I hope.

Adam Valencia: You know, I'm going to try. I'm going to really try. I think the biggest thing is that Reconnecting Youth in our county has been very successful. We have been able to really focus on the implementation. Of course, with fidelity being the key word we – right now, we are currently in 21 different high schools at our county. We have found that this program is really taking off.

It's unfortunate that, of course, you know, with funding, on the end here, and of course, everybody's looking for sustainability. What I wanted to talk about was ((inaudible)) focusing on culture outside of our curriculum. Many of the things that we've done with our program is opportunities for students to go beyond the curriculum and creating what we call Reconnecting Youth counsels. Counsels we've ((inaudible)) partnership, business leaderships in our community to really focus on how (tents) had an event on Saturday where we had roughly about 500 students show up at a Roller Town, and it was a dance for students. But this was a dance that was coordinated by Reconnecting Youth ((inaudible)).

The proceeds will be going into a funding opportunity for scholarships.

Carlos Pavao: Adam, this is Carlos. I think you're coming in and out. I don't know if you're in a bad connection. I just wanted to make you aware of that.

Adam Valencia: All right. Let me pick up the receiver, then. Is that better?

Female: Let's try it, keep going.

Adam Valencia: How's that? Is that better for you?

Female: It seems better.

Carlos Pavao: Yes, that's good.

Adam Valencia: Yes, OK. Sorry, about that. But one of the things that we've done is creating a partnership with community members, business leaders. And that's been our biggest push right now in our area in creating sustainability. I know sustainability is much more than just funding. But at the same time, we're able to really do some really good things, with our students really taking the lead. Our approach has simply been youth development, meaning that our young people initiate all of these different projects.

But creating a culture outside the curriculum really entails, you know, myself as the coordinator getting out and building those relationships. And I think that's the real key thing for us. I've established some strong relationships with the Cancer Society, and where they're able to provide some funding because – and the one everybody know this in day seven of the reconnecting youth curriculum, there's a focus on tobacco use. There's a focus on alcohol use. And students are actually monitoring their behaviors. And the Cancer Society picked up on that really quick, and really has put us in place with a donor that donates directly to youth development activities. And it just so happens that Reconnecting Youth falls into that area. So we've been really, really fortunate with that opportunity.

And, you know, and like I said, a lot of it is just – it's really up to you as the program coordinator, the person that's overseeing the project is to make sure that you're getting out and establishing those relationships, but, you know, as we are looking at our students to get out in the community, us as coordinators need to do that as well. Because I come from the Office of Education, one of the biggest things is that, you know, we really have to focus on our API scores, which are the academic performance index. And we had talked a little bit about, I heard Ellen mention a little bit about that whole academic piece, and academic versus prevention. And where does prevention really fit in? And I think it's been really, really essentially for everything that we're doing, to make sure that we make prevention, kind of at the front of everything that we do so our schools really see is as an organization or as a program that is assisting with that area. And that has been very, very strong for us.

One of the things that we have been found that's been very helpful as well is as Mary had alluded to earlier about having an annual report, what I've done with my evaluators I've created semester reports. And so every semester that we've completed Reconnecting Youth our administrators and principals, and our teachers, they receive a report based on their performance for the semester. And so that has been really, really strong for us in creating that.

We have also done a lot of different things. You know, I really want to talk a little bit about some of the funding areas that we're currently working with right now, and really trying to solidify a strong partnership. And one of those areas is health and human services in (Toullare County). Of course, we are working with law enforcement, both law enforcement and probation. The work force investment board, offers opportunities for students who fall into the criteria, they have certain guidelines that students must fall under, but also being able to create opportunities for students to receive employment. And that has been very helpful for us.

One of the areas in California is that we have the California Endowment which is one area that we have found to be very, very helpful for us. And really what that entails is the endowment

basically, you know, funds different programs that are focusing in the areas of health. But we have been able to really get Reconnecting Youth kind of as one of the main models in our county. And so we're hoping, in fact, at the end of this month, I have a meeting with the Cal Endowment to find out if we can get funding, additional funding to really support our efforts, and that's another strong way of creating some sustainability.

And I also want everybody to know that it takes a lot of work. And as you know, when we start talking about sustainability, everybody, it's tough because, you know, we've been doing this project for three years. When I began this project, we only had it in two high schools, and now we're at 21. So the statement is easily made with the project, but it's not just me. It's the teachers that are teaching this project, and that's really what it comes down to. And I'm very thankful that the teachers that I've been working with have done an outstanding job with this project.

And, I think, also, Ellen had alluded to the Safe Schools Health Students grant, and that's a big grant. And I think, you know, all of us, those of us that are using Reconnecting Youth or thinking about it you know that we are a (SAMSHA) model. And so that mental health piece in there is very, very strong. And, you know, really with this Safe Schools Healthy Students grant it has six elements, that if you take a look at all six of those elements, you will see how Reconnecting Youth aligns with probably at least four of the six. And so that's another area. If you're not pursuing that yet, hopefully you are. And if you're not, you can definitely go on the Web site, and find that. But that has been very, very strong for us as well.

But we are – you know, like I said we are program that's up and running. We have really done a lot of great things. But really, it's – it comes down to, and as we all know that it's really going to come down to can districts afford to have one teacher teaching 12 students. And I visited with the superintendent this morning, and that was the first question he continues – well that was the main question he asked, but he wanted to know if there was any funding available that would help

provide a teacher on their campus and so one of the approaches that we're looking at with some of our funding opportunities is to create a roving teacher, a teacher that would go to two or three different sites. And we've been really fortunate with our project, simply because our districts have taken this one, and they're saying we'll provide a teacher. But now we're getting to the point where here in California, cuts just like anywhere else, but cuts are really hitting us pretty hard, and so superintendents are asking that question. We'd love to have this program. The program is really working but can you provide a teacher for us.

So that's kind of one of the biggest things that I'm looking at is being able to look at funding that can support us by having a Reconnecting Youth teacher, you know, being to go from campus to campus and be able to provide this.

But one of the things that's critical, and I'm sure all of you know this as well is that we have to really consider that extra time of case management for our students. And, you know, the feedback that I get from our teachers, is they wish they had more time. And so those are something that we're looking at when it comes to funding is how can we afford to have a teacher, teaching this class, but also taking a look at the management piece as well, being able to follow the students throughout the week, and throughout the semester. And that's the only disadvantage of having a roving teacher if they're going from site to site, so, you know, those are things that we're looking at.

But, you know, we have done a lot of things. Our county- you know, our superintendent has done a wonderful job in really kind of guiding us on the direction he's like to go and it's been helpful.

Some other areas of funding to think about, and I know that the office of juvenile justice and working with the developers they have mentioned that that's a good funding source as well. And then there was another one, I know there's NIDA, Ellen had mentioned NIDA, but there's another one called NIAAA, and I don't know if many of you have looked at those sites, but those are some

area that we're looking at as well. And I'd be more than happy to share that information that I have on that.

But it's important, you know, when we look at this curriculum and we look at the differences that we're making with our young people, it's really – it's been a true honor to work this program because we're seeing the results. We're seeing our students, students are coming up and saying hey, you know, I've been clean and sober for six months. You know I – my grades have increased. And, you know, these are the things that I'm – really that make me, I guess, that's where I get all of my energy is from the students. But I think, ultimately, it's our teachers that we really got to give the credit to, because it's their input, it's their desire to really work with our students, and it's really been helpful.

So there's a lot of different things that's out there. And I'm sure many of you are doing a lot of wonderful things. But one of the areas that I wanted to touch base with as well is I don't know if you're familiar with ASAM, which is the Alternative Schools Accountability Model. And for those of you that are using your program in an alternative setting if you're not, this would be an area to look at, because this basically, each of the alternative schools that we're working with, they have certain guidelines that they must follow and that they're going to be held accountable to. And what I've done is I've aligned RY to each one of my sites that we're working with, that of course, is an alternate setting, and to help them meet their goals. And when they do meet their goals then that means that perhaps some more of that funding that they're getting on behalf of falling under that category could probably go into Reconnecting Youth. And so, you know, that's another area that I've been working on, but it's been an ongoing struggle when it comes to funding, because we know that the money is tight out there. But I think the real critical part of it is to really get into your community and find out what you can do.

I've created a culture not just on campuses, but outside in the community, and it's not just mean, it's the team that I work with, and the teachers that I support all the way around. So I think that's been very helpful.

At this time, I'd like to see if there's any questions out there on anything. I'd love to answer any questions that you might have.

Operator: And once again, all lines are open.

Female: Adam, is the ASAM model is that only in California?

Adam Valencia: What's that?

Female: The ASAM model is that in California only, or do you know if that's...

Adam Valencia: You know, I'm not sure if it is. I know it's in California, but it could be nationwide I'm not really sure. But it's something you can look up. Basically, what it stands for is alternative schools accountability model. And, you know, if you were to just type that in on the Internet, you could definitely check that out. But I know, yes, it is definitely in California. But I'm not sure if it's in other states. But it's something to definitely look at.

Carlos Pavao: Adam.

Adam Valencia: Yes.

Carlos Pavao: How did you create this culture and the communities that support RY?

Adam Valencia: It's taken a lot of talking to. Those of you who do know me, I do talk a lot and I will say that I do but I'm excited about what I do. And a lot of it is really working with the parents in our communities. You know, keep in mind that our counties, it covers a wide range, and often times is compared to the size of Connecticut. You know, and so getting out to various places, the biggest city that we have in (Toullare County) is (Visalia). And one of the things that I've done is I've gone to different businesses, areas where I know that our young people would like to hang out.

Like I had mentioned about this Roller Town, people were thinking, well we don't really want to skate, but one of the things is that students like to dance. And so we partnered with one of the DJ's here in town which is through a radio station called Q97. And they donated their time. But a lot of it like I said, it's getting out and letting these individuals know, letting these business owners know that, you know, that you have a program that's working with students. And you're preparing our young people for jobs and a lot of different things. And I really believe that that has been the key element for us is that, you know, it's for our community. And, you know, when you get some of these businesses on your side, and they become your allies, they have their friends, their have their colleagues or their other business partners that they work with and the word is getting around.

You know, in our area, like I said, it's a pretty wide area, but this whole – this event we had on Saturday we called it the club remix. And it was a club for high school age students. And I know that a lot of times, you know, we think well they have high school dances, but this was in a different setting. And, you know, we made probably about \$6,000. And all of that \$6,000 is going to go in to a scholarship fund for Reconnecting Youth students. And so for colleges – you know, there's a lot of our students who are going on to college. They would have – there would be an application process. But, you know, a lot of it is just going to the right business person and getting together with your chamber of commerce and finding out when their next meeting is and trying to get on their agenda.

One of the communities, a town called (Porterville), a pretty good size, probably about 50,000 people, maybe 60,000. I had a chance to go and present to their chamber of commerce there. And I'll tell you what, we had a lot of businesses really saying hey, you know, anything that we can do to support your efforts, we want to definitely be apart of that. We created a partnership with Home Depot, which is kind of a big warehouse type of store that has all kinds of tools, but the key thing is to kind of get out there, and to really kind of shake the trees a little bit. And that's one thing that I've learned in the last couple of years is you've got to really get out there, and you've got to really promote what these young people are doing.

A lot of the students that are in our RY classes have had this stigma placed on them. That they can't do it. And they're not going to be able to be successful. And we have been able to really change that, and really empowering our young people by allowing them to kind of come up and create their opportunities. But so that's really how I've done it, Carlos, but it's been one of those things that, you know, you get a couple of businesses on your side, and then the word gets out. And before you know it, you're presenting in front of the chamber of commerce, and that's how you do it. So that's how I was able to do it.

Carlos Pavao: Does anybody have any questions?

Mary Bork: I have a question. This is Mary.

Adam Valencia: Hi, Mary.

Mary Bork: Hi. Hey I'm interested in what you called an RY counsel which I believe is a youth driven group.

Adam Valencia: That's right.

Mary Bork: So are those formed at like – talk to me a little bit more about how those are?

Adam Valencia: OK. Well actually I have a staff that goes out to each one of the sites. And basically, what the RY counsel, what I'll do Mary is I'll also send you a disk, and it will show you everything, what we have all of the different partners. But the nice thing about it is that our staff goes out there and works with the students beyond the curriculum. Meaning that once the students have completed the curriculum they step into the RY counsels. So that basically means that our staff is on their campus at least one time, if not twice a week. And just checking in with the students, they know they have a regular meeting, they'll visit. They'll talk about certain issues. They'll talk about things that are going on.

But also to come up with activities. Things that you can do that are areas that are free of drugs, and gangs and that's how this whole club remix began. And, you know, so we – it's just an opportunity for students to come together and for us to really keep track of the students as well. One of the commitments that I've made to each of our districts is that we're going to attract these students for the length of the program. And so if an administrator wants to call and say hey, you know, what how are things going with this student, we actually have the data that shows that, that the student is involved with these types of activities.

But basically, the counsels are just – it's a follow up piece for the class. And, of course, you know, students are always working on their self esteem, and their decision making, and of course, their interpersonal communication and, you know, the personal control piece, but it's just a follow up. And really it – every site is going to look different. There's going to be some sites that are very active. And there's going to be those sites that just meeting once a week or twice a week is good enough for me. And so – but it's really driven by the students.

Mary Bork: And so have you funded those at all?

Adam Valencia: Yes, actually, the schools have funded a lot of the projects. What we really have done is kind of put it back on to our schools to really support the extra activities. But the nice thing about it is like I said, with some of these business leaders in our community, they're funding a good portion of the projects. And so that has been very, very good for us.

Mary Bork: OK.

Carlos Pavao: Did I hear you correctly saying that basically some of the business partners are funding some of the...

Adam Valencia: Yes, well like this whole activity with Roller Town, you know, that business came to us and said hey, you know, we'd like to get involved with what you're doing. How can we help? And then, what we did is we put one of the counsels together, that's here and based out of (Visalia). And they actually coordinated the whole event. And then, of course, you know, there was the place, we had the music, we got the music donated, and before you knew it we had a big dance. And students had a great time. And it's pretty neat because we had students coming from various parts of our county, and of course, we all have experienced the gang sub culture. In our area, gangs are prevalent here. So it was nice to see our students, you know, even our RY students get along with other RY students, you know, and students they've never even met before or students that they've met maybe only once or twice, and coming together and having a good time.

Carlos Pavao: Does someone have a question?

Mary Bork: Did you chart for that?

Adam Valencia: Yes, actually it was \$12 per student.

Mary Bork: Wow.

Adam Valencia: And it was outstanding. And so basically all of the money that we received goes back into a scholarship fund. And we're going to be doing this once a month. But every time we do this activity, there's a theme placed to it. This last time, it was – we invited health and human services. We invited community based organizations and they had a table there, and they could pass out all of the information they wanted. And then, next month is going to focus on colleges and universities. And, you know, so every month that we do something, there will be a theme attached to it.

Mary Bork: What's the timeframe from when do you start and when do you end?

Adam Valencia: Actually, as far as like the event itself or when you start planning for it?

Mary Bork: No, the event.

Adam Valencia: The event, we actually went from 9:30 to 12:30. Yes, and it was a three hour, I mean it was just- I mean it was outstanding. Even law enforcement was saying we actually – I don't know if you're familiar with they call it here in California, they call it Sadie Hawkins, I guess.

Mary Bork: Yes.

Adam Valencia: Where the young lady asks the young male to go to a dance. Well we were in competition with that event, but we didn't realize that. But we found that we had reached students that basically, you know, weren't interested in going to Sadie Hawkins. And so it was pretty nice. I mean I was very impressive. But law enforcement said hey, you know, what, this is something we can definitely support all of the time. And we had a press conference with the

students, and our (Chief Barker) in our community. And then, we also had our mayor involved. And so this student work here, and, you know, I just had a chance to sit back and really admire our young people for all of the hard work that they're putting into this project.

Mary Bork: I'm curious, where did you have your event?

Adam Valencia: What's that?

Mary Bork: Where did you have the event?

Adam Valencia: It's called Roller Town. Yes, but we called it club remix, so it was a full club for these kids, you know, so it was really out standing. But it could be at any business. It could be at any place. And it really just depends on, you know, what you have available to you. But getting in with that chamber of commerce is very important. I really could see this program taking off and really being supported by the different agencies in our community. And part of that is because of the relationships that have been established.

Part of the roles of each of our staff is to go out and to find out which services are being provided in these communities. And they have their own contact list that's created. And we do follow ups. We invite them to our monthly meetings. We're out there invited to be a part of their meetings. And so it's kind of that it's a holistic approach meaning that we're there, we're part of the community. And we're able to really, you know, kind of embrace their whole concept. And whatever, it could be the healthy start; it could be just the school district itself. But we have really put our people in a position to create those relationships, so it's worked out very well.

Carlos Pavao: Actually, Adam, this is Carlos. I have a question.

Adam Valencia: Yes.

Carlos Pavao: It seems like you reached to non traditional partners like the business communities to see the value of the RY program. Sort of a next (tier) to that, what kind of experience have you had with the media to sort of get community buy in and also to also publicize the good efforts of RY.

Adam Valencia: Yes, well, you know, that's a great question. You know, I'm always – I'm kind of leery about the media sometimes. But, you know, this last time, we had the students get in contact with different – with actually KMPH which runs one of our major local stations here. And they brought their people. And I really want all of you to know that as long as you're putting your young people in the front and giving them and supporting them, anything is possible. And as many of you probably know that if you get your young people out there, but you prepare them, you know, that's what really made it easy.

We had different newspaper show up, because our students, actually initiated the whole project. They got on the phone. They called. And they invited them to participate, and it worked out very well. But as far as the media piece, you know, that's really where it came down Carlos is that we had students, actually, initiating this whole project. And part of that was creating guidelines for the students to follow and to kind of give them some of ideas on what they should do next. And part of it could have even been what do I say on the phone? You know, and our staff would work with these particular students and help them get ready for that, and that was very helpful. And that's how the media really got involved. And, you know, they're seeing the students doing some really good things.

You know, I've had some students that they were up there at this press conference, and they're talking away. And it's like, wow, you know, these are software students, that are a junior student or even a freshman student that got up in front of adults and were saying how cool this would be to have this in our community. You know, so it was pretty inspiring.

Carlos Pavao: Does anybody have any questions?

Female: Yes, I have a question.

Adam Valencia: OK.

Female: For Adam. What data do you collect? And how do you collect the data for your evaluation?

Adam Valencia: I mean the data as far as ...

Female: When you say that...

Adam Valencia: Like – well we have our regular pre imposed that's involved. And that's basically the data that we're going off of.

Female: OK.

Adam Valencia: That's part of what the evaluator does. There's – what we do is we, of course, we have our pre test, it's done at the very beginning and then we do our post. And that's the data that we're using. However, some of the sites that, you know, that are in our alternative settings, we're using the ASAM model, which would, just depending on what they need, it could be how many referrals. It could be their academic performance. It could be their tardies or how many absences they might have, but each site will have their own set of rules that they've got to abide by.

Female: And do the developers have this pre imposed test for you?

Adam Valencia: Yes, they did. Yes.

Female: OK.

Adam Valencia: And that's – you'll get all of that information once you begin the project. Are you currently using Reconnecting Youth now?

Female: No.

Adam Valencia: No. OK. Yes, you'll get all of this information. But one of the things that I will share with you is that any information that you need in regards to this program, I'm more than happy to share that with you. I have disks. I have power points that I've done, you know, just basically because there wasn't any of that available at the very beginning.

Female: OK. Thanks.

Adam Valencia: So anything that you, you know, I've aligned this with our standards here in California. And that's been very helpful as well in really promoting the whole piece on the academic portion? And it's important that, you know, we really get out to our sites and let them know how important we are as prevention, as prevention specialists to get out and to really – how important it is to have programs like Reconnecting Youth because if we can help our students deal with their academics as well as their social components, they're going to do so well.

So, yes, anything you need, if you're interested in doing this project, I have nothing but great things to say about it because we've had great success here.

You know, there has been, we've had some sites that this program didn't work. You know, it hasn't been, you know, having 21 sites is really pretty good. But at the same time, you know, I've had some sites that they've tired to program. And part of that is that, you know, you think that

you might have the right person teaching this project. And what ends up happening is that, you know, I had three individuals from three sites in one of the smaller towns. I was thinking, wow this is great, we'll have three sites in this community. And it ended up not working at all because the teachers were not teaching the project with fidelity. And you've got to hold your teachers accountable. But at the same time, you've got to really provide as much support as possible.

Female: Carlos, can you send the presenter's e-mail address to everybody on the list?

Carlos Pavao: Sure.

Female: OK.

Carlos Pavao: We'll do that today, actually. We have about 20 minutes. Does anyone have any more questions, reactions or comments?

Mary Bork: I'll just – this is Mary, again. Adam, you're doing a lot of great work. And I look forward to seeing you in Washington, are you going to be there?

Adam Valencia: Yes, I'll be there, definitely. We'll be presenting out there. We'll be presenting on what Reconnecting Youth looks like after three years.

Mary Bork: Good. One last question.

Adam Valencia: Sure, yes, Mary.

Mary Bork: In last year, how many kids went through RY?

Adam Valencia: In last year, we probably had, let's see, we were probably at about 550 students, yes.

And a lot of it is because, you know, we had some students that were in the class too, that we – I think one of the things that you probably have done this as well, Mary, but a lot of our students, for example, with the population that we're serving, we've had some students who, you know, maybe have made it half way through the curriculum, but then they ended up moving on to the adult school or they ended up graduating early.

And so, you know, we've had some great success stories, where we've had a couple of students who were accepted in to the Culinary Arts Institute in San Francisco. So we've had a lot of good things happen. But at the same time, with only having 12 students per class, and sometimes you're going to lose a couple, you will, you know. And one of the things that we really have tried to do is really try to make sure that, you know, if our students are leaving it's because they're going back to regular high school or it's because they're graduating early. But we have lost some students along the way because they reoffended or whatever it might be.

Mary Bork: Great.

Adam Valencia: OK.

Carlos Pavao: Great. Does anyone else have any questions?

Female: Do you have any suggestions for additional things you've done to help keep students from reoffending?

Adam Valencia: Yes, well part of that is I think a lot of it really falls back to, you know, really going to the RY counsel, the Reconnecting Youth counsel and getting that started early. Whereas, students are having to wait to complete their curriculum before you start the counsels. And there's going

to be some sites that we know from the very beginning that, you know, we have some tough students.

I mean I have some students who are – I mean what we consider in our county very hard core gang members that are going through this project. And one of the things that they share with me is that, you know, they finally feel like they're connected to something. They finally feel like, you know, this is something that they want to be apart of. But I would really suggest that getting your students involved early, and I think it's definitely up to the coordinator to decide what they're going to be involved with. It's my job to really get out there, and to really find out what's going on in their community.

One of our groups, the same group that I'm telling you about, it's a little small community it's call Ivanhoe, there's about 3,000 people there, but they've identified over 650 gang members in this community. So it is unbelievable. A lot of the families have come from down south from Los Angeles, into this little migrant community. And these students are now working on a garden to really plant some vegetables so they can give back to the community. You know, it's amazing. I mean I couldn't believe when I first heard this from their teacher out there.

And so, like, for example, we have a humongous, it's a Monrovia Nursery, you know, and they employ a good portion of the population out in that area. Well they're donating, you know, a row or two, they're doing all of these different things to really support these students. But I think the key thing, I guess to answer your question to really sum it up is that you've got to get your students connected early, not just a curriculum, not just with a teacher, but you as a coordinator going to the site. And also, having your staff understand that they've got to connect with these students right at the very beginning.

Female: Thank you.

Adam Valencia: You're welcome.

Carlos Pavao: Great. Does anyone else have any comments or questions? With that, Adam, would you mind kind of just summarizing from your experience, some of the key points that people need to keep in mind when it comes to ...

Adam Valencia: Yes, great. I will Carlos, definitely. I think the key thing is to each of you understand the importance of what we do in the area of prevention. We have to continue to tie, focus on the academic performance index, the API scores. And I think that would be your number one thing. I know it's going to be tough because, you know, our program only says hey, you can only serve 12 students, and you have one teacher to 12 students. And you're going to be going into a district, and you're going to say we have this program. Or you might be in a district already. You know, I think the key thing is to really focus on that part of it.

Understand, you know, try to if you're an outside agency going into a school district try to figure out that whole cultural aspect in each of those schools that you're serving, because I found that to be very beneficial. RY in one community looks totally different in another. And always look to your administrators and your community members to help guide you in this project.

But also, you know, one of the major things is when you're looking at the sustainability, the sustainability is sure, you know, we can talk about funding, but sustainability is really creating a project where it's going to change the lives of our young students forever, and that's been my passion. I mean I'm doing this project in my own community. You know, this is where I'm from. And so there's that desire to see our young people do some great things. And, you know, but really the focus would be to take a look at, at what's going on at each one of your sites. But like I said, the more that you can take a look at private donors, get with your chamber of commerce, find out what they have going. And if you can get on their agenda you may have done that, and if you haven't I would suggest you do that.

But that's really coming back to that sustainability piece. I'd like to think that with the work that we've done and the support that we've been able to get from our different community based organization, the word is out there. We have different places that want to support you, but you've to build those relationships. I guess that's the biggest thing there is – and being able to market your young people. Let your young people take the lead. I guess that's a lot of time is that your students are developing these four areas, the four modules of Reconnecting Youth. But also, know that you're preparing them to be leaders. You're preparing to do those things. And as you kind of, you know, share that information with them and where you see them after they complete this curriculum or through the course of their curriculum, let them know that they are leaders. They were selected to be in this leadership class.

There's been questions about well I heard this class focuses on drugs, and all of these other things, and alcohol. And I say yes, it does, there is one particular area that it focuses on, and that's day seven. But think about how you're going to really market this. And those of you, like I say, we're in year three, but, you know, what, the funding is going to shift. And we have to be ready to shift with that funding.

One of the areas that I – I think I – I don't know if all of you – in our area we have what we call proposition 63, but that's the mental health initiative and I forgot to mention that, but that's here in California. But you may want to take a look at what that looks like in your state as well.

But always, you know, take a look at those unlikely allies, you know, I always put that out there. And know what you're going to find out there is really going to support you probably in the long haul. So if I can close with that Carlos, that's pretty much what I have. If there's any other questions or if any of you would like to get a hold of me, you can go through Carlos and, you know, I'll be more than happy to send you any information you might need. Like I said, I work

pretty close with the developers on a lot of different things, and a lot of different projects that we're tied in with. But I would love to help you in any way that I can.

Carlos Pavao: Great. Thank you so much, Adam for your presentation. It was great. At this time if there's no final questions, we can actually say thank you very much for participating in today's phone call. Do please fill out the surveys. We actually do need your input, to actually have more audio conferences in the future. And again, thank you Adam. And I hope the weather in California is better than here in the northeast.

Adam Valencia: All right. Thank you very much and have a great day. I appreciate it.

Carlos Pavao: Thank you. Bye-bye.

Female: Bye.

Operator: And this is the Operator, sir, we would like everyone to stay online to conduct a brief electronic survey. After I finish reading the entire question and all of the possible responses, please answer by firmly pressing the star key followed by the number on your touch-tone phone that corresponds to your choice. If you are using a speakerphone, please make sure your mute function is turned off to allow your signal to reach our equipment. There will be a brief pause between each question to allow everyone a chance to respond.

Please rate your satisfaction with each of the following aspects of today's workshop. Question one; please rate your satisfaction with the quality of the information you received. If you are very dissatisfied, press star one. Somewhat dissatisfied, press star two. Somewhat satisfied, press star three and very satisfied, press star four.

Question two; please rate your satisfaction with the relevance of the information to your work. If you are very dissatisfied, star one. Somewhat dissatisfied, star two. Somewhat satisfied, star three and very satisfied, star four.

Question three; please rate your satisfaction with the organization of the workshop. If you are very dissatisfied, star one. Somewhat dissatisfied, star two. Somewhat satisfied, star three and very satisfied, star four.

Question four; please rate your satisfaction with the sensitivity of the trainer to the participant. If you are very dissatisfied, star one. Somewhat dissatisfied, star two. Somewhat satisfied, star three and very satisfied star four.

Question five; please rate your satisfaction with the opportunity for questions and discussions. If you are very dissatisfied, star one. Somewhat dissatisfied, star two. Somewhat satisfied star three and very satisfied, star four.

Question six; please rate your satisfaction with the handouts or materials. Once again, star one is very dissatisfied. Star two, somewhat dissatisfied. Star three, somewhat satisfied and star four, very satisfied.

And our final question; how likely are you to use this information or ideas that you received in the workshop? Star one, not at all likely. Star two, not very likely. Star three, somewhat likely and star four, very likely.

And that does conclude our survey everyone. We thank you for your participation in today's conference. At this time you may now disconnect.

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